

Unit 2

Discover Community Resources for Good Health

Practical Problem:

How do I learn more about resources in my community that promote good health?

Missouri Family and Consumer Sciences Competencies:

- (D-4) Identify programs that provide food assistance, nutrition and wellness services (community/government agencies, health organizations, community parks and recreation.)
- (D-5) Discriminate between sources of reliable and unreliable food/nutrition information, products and services.
- (D-6) Utilize FCCLA programs to promote nutrition and wellness.

Enabling Objectives for Competency Mastery:

1. Examine EFNEP, WIC, and community programs that provide food assistance to those with limited resources.
2. Examine community programs and resources such as parks, community centers, or other organizations that promote physical activity and fitness.
3. Define criteria used to separate reliable information from biased or unreliable information.
4. Utilize FCCLA programs such as Student Body, Power of One, STAR Events, and Dynamic Leadership to promote nutrition and wellness.

Teacher Background Information

Rationale

Food assistance programs serve one in five Americans, providing nutritious meals, nutrition education and referrals to health care. Programs such as Women, Infants and Children (WIC), the National School Lunch Program, the Expanded Food and Nutrition Education Program (EFNEP), and Food Stamp Program are a few examples of programs that provide children and low-income people access to food, a healthful diet, and nutrition education.

Local organizations such as food banks provide services to local communities. The Central Missouri Food Bank (CMFB) is a regional disaster and hunger relief network that acquires and distributes millions of pounds of donated food annually. CMFB distributes food to people in need through a network of 129 agencies in 31 Missouri counties.

Other community resources that serve families include parks, fitness trails, community centers, and community wellness programs. These services help individuals and families focus on physical fitness, exercise, and wellness.

Learning about federal and community resources is important. However, students also must learn how to separate credible information sources from unreliable, biased sources. That takes critical thinking and practice.

References:

Food and Nutrition Service. FNS increases food security and reduces hunger in partnership with cooperating organizations by providing children and low-income people access to food, a healthful diet, and nutrition education in a manner that supports American agriculture and inspires public confidence. <http://www.fns.usda.gov/fns/>

Cooperative State Research, Education, and Extension Service (CSREES) The Expanded Food and Nutrition Education Program (EFNEP) is a unique program that currently operates in all 50 states and in American Samoa, Guam, Micronesia, Northern Marianas, Puerto Rico, and the Virgin Islands. It is designed to assist limited-resource audiences in acquiring the knowledge, skills, attitudes, and changed behavior necessary for nutritionally sound diets, and to contribute to their personal development and the improvement of the total family diet and nutritional well-being. <http://www.csrees.usda.gov/nea/food/efnep/resources.html>

USDA Economic Research Service (ERS) The Food Assistance and Nutrition Research Program at ERS studies and evaluates the relationship between the food and nutrition assistance programs—such as [WIC](#), and the [child nutrition programs](#)—and the general economy. <http://www.ers.usda.gov/Briefing/GeneralEconomy/>

Instructional Strategies

- 1. Examine EFNEP, WIC, and community programs that provide food assistance to those with limited resources. (Competency D-4)**
 - a) Access the USDA Economic Research Service website at <http://www.ers.usda.gov/publications/fanrr26/DBGen.htm> to obtain more information about the role that federal assistance programs play in helping families obtain nutritious meals. Select one of the topics to research. Write a 3-minute radio script to explain the issue you have selected.
 - b) Compare the services that each agency in Instructional Strategy 1(a) provides. Create a chart to illustrate which groups are served and what services are provided.
 - c) As a class, create a newsletter that features different food assistance programs in the local area. Work individually or in small groups to profile each service or organization, what they provide, to whom, and how to access the services.
- 2. Examine community programs and resources such as parks, community centers, or other organizations that promote physical activity and fitness. (Competency D-4)**

- a) Use online sources or the yellow pages of the local phone directory to research community services in your area for wellness or fitness programs. Create a wall chart for the classroom listing all available sources.
 - b) Invite a guest speaker to class to discuss some of the local resources and how those programs and services promote physical activity and fitness in the community. Possible speakers might come from the Parks and Recreation Service, the local YMCA or YWCA, a community hospital administrator, or a senior citizens center director.
- 3. Define criteria used to separate reliable information from biased or unreliable information. (Competency D-5)**
- a) Hand out copies of Fact Sheet #1: **10 Things to Know About Evaluating Medical Resources on the Web**. Discuss each topic and give an example of a website you have visited that you would consider a credible source based on this information, and name one website you have visited that does not meet these requirements.
 - b) Conduct a web search for nutrition supplements. Use Fact Sheet #1: **10 Things to Know About Evaluating Medical Resources on the Web** to evaluate the sites you find. Describe the most common characteristics that you notice for credible and questionable sites.
 - c) Bring in a variety of magazines, top-selling weight loss or fitness books, and other printed materials for nutrition and fitness information. Ask students to review Fact Sheet #2: **Critical Evaluation of Resources** to determine which printed materials are from credible sources and which materials may lack credibility.
 - d) Create a bulletin board in the classroom or in a public area of the school. Post examples of reliable information and questionable sources. Include information about how to sort out which information is reliable and which information is suspect.
- 4. Utilize FCCLA programs such as Student Body, Power of One, STAR Events, and Dynamic Leadership to promote nutrition and wellness. (Competency D-6)**
- a) Use Fact Sheet #3: **Learning About FCCLA** to discuss the mission and goals of the organization. Brainstorm a list of ideas about the mission and goals related to nutrition, fitness, and families.
 - b) Access the FCCLA website to download artwork and information sheets about each of the programs such as Student Body, Power of One, STAR Events, and Dynamic Leadership. Brainstorm a list of ideas that the class could develop into FCCLA projects. Try to include at least one idea for each program.
 - c) Select one idea from the list created in Instructional Strategy 4(b). Use the FCCLA Planning Process to further develop the project, or divide the class into groups and allow each group to select one idea from the list.

Summative Assessments

Classroom Experiences

1. FCCLA Activity. Identify a local organization that provides nutrition education or food to those in need. Develop an FCCLA project to assist that organization. Use the FCCLA Planning Process and other program materials that may be relevant. (Competencies D-4, D-6)
2. As a class, produce a directory of resources for food assistance programs in your area. Each student should provide at least two national resources and at least five local/regional resources. Compare your lists to eliminate any duplicates. (Competency D-4)

Fact Sheet #1

10 Things to Know About Evaluating Medical Resources on the Web

The number of Websites offering health-related resources grows every day. Many sites provide valuable information, while others may have information that is unreliable or misleading. This short guide contains important questions you should consider as you look for health information online. Answering these questions when you visit a new site will help you evaluate the information you find.

1. Who runs this site?

Any good health-related Web site should make it easy for you to learn who is responsible for the site and its information. On this site, for example, the National Center for Complementary and Alternative Medicine (NCCAM) is clearly marked on every major page of the site, along with a link to the NCCAM homepage.

2. Who pays for the site?

It costs money to run a Website. The source of a Web site's funding should be clearly stated or readily apparent. For example, Web addresses ending in ".gov" denote a Federal Government-sponsored site. You should know how the site pays for its existence. Does it sell advertising? Is it sponsored by a drug company? The source of funding can affect what content is presented, how the content is presented, and what the site owners want to accomplish on the site.

3. What is the purpose of the site?

This question is related to who runs and pays for the site. An "About This Site" link appears on many sites; if it's there, use it. The purpose of the site should be clearly stated and should help you evaluate the trustworthiness of the information.

4. Where does the information come from?

Many health/medical sites post information collected from other Web sites or sources. If the person or organization in charge of the site did not create the information, the original source should be clearly labeled.

5. What is the basis of the information?

In addition to identifying who wrote the material you are reading, the site should describe the evidence that the material is based on. Medical facts and figures should have references (such as to articles in medical journals). Also, opinions or advice should be clearly set apart from information that is "evidence-based" (that is, based on research results).

6. How is the information selected?

Is there an editorial board? Do people with excellent professional and scientific qualifications review the material before it is posted?

7. How current is the information?

Web sites should be reviewed and updated on a regular basis. It is particularly important that medical information be current. The most recent update or review date

should be clearly posted. Even if the information has not changed, you want to know whether the site owners have reviewed it recently to ensure that it is still valid.

8. How does the site choose links to other sites?

Web sites usually have a policy about how they establish links to other sites. Some medical sites take a conservative approach and don't link to any other sites. Some link to any site that asks, or pays, for a link. Others only link to sites that have met certain criteria.

9. What information about you does the site collect, and why?

Web sites routinely track the paths visitors take through their sites to determine what pages are being used. However, many health Web sites ask for you to "subscribe" or "become a member." In some cases, this may be so that they can collect a user fee or select information for you that is relevant to your concerns. In all cases, this will give the site personal information about you.

Any credible health site asking for this kind of information should tell you exactly what they will and will not do with it. Many commercial sites sell "aggregate" (collected) data about their users to other companies—information such as what percentage of their users are women with breast cancer, for example. In some cases they may collect and reuse information that is "personally identifiable," such as your ZIP code, gender, and birth date. Be certain that you read and understand any privacy policy or similar language on the site, and don't sign up for anything that you are not sure you fully understand.

10. How does the site manage interactions with visitors?

There should always be a way for you to contact the site owner if you run across problems or have questions or feedback. If the site hosts chat rooms or other online discussion areas, it should tell visitors what the terms of using this service are. Is it moderated? If so, by whom, and why? It is always a good idea to spend time reading the discussion without joining in, so that you feel comfortable with the environment before becoming a participant.

For More Information
NCCAM Clearinghouse
Toll-free in the U.S.: 1-888-644-6226
International: 301-519-3153
TTY (for deaf and hard-of-hearing callers): 1-866-464-3615
E-mail: info@nccam.nih.gov
NCCAM Web site: nccam.nih.gov
Address: NCCAM Clearinghouse, P.O. Box 7923, Gaithersburg, MD 20898-7923

The NCCAM Clearinghouse provides information about CAM and about NCCAM. Services include fact sheets, other publications, and searches of Federal databases of scientific and medical literature. The Clearinghouse does not provide medical advice, treatment recommendations, or referrals to practitioners.

Fact Sheet #2

CRITICAL EVALUATION OF RESOURCES

In the research process you will encounter many types of resources including **books**, **articles** and **websites**. But not everything you find on your topic will be suitable. How do you make sense of what is out there and evaluate its authority and appropriateness for your research?

● SUITABILITY

Scope. What is the breadth of the article, book, website or other material? Is it a general work that provides an overview of the topic or is it specifically focused on only one aspect of your topic. Does the breadth of the work match your own expectations? Does the resource cover the right time period that you are interested in?

Audience. Who is the intended audience for this source? Is the material too technical or too clinical? Is it too elementary or basic? You are more likely to retrieve articles written for the appropriate audience if you start off in the right index. For instance, to find resources listing the latest statistics on heart disease you may want to avoid the Medline database which will bring up articles designed for practicing clinicians rather than social science researchers.

Timeliness. When was the source published? If it is a website, when was it last updated? Avoid using undated websites. Library catalogs and periodical indexes always indicate the publication date in the bibliographic citation.

Scholarly vs. Popular

A **scholarly journal** is generally one that is published by and for experts. In order to be published in a scholarly journal, an article must first go through the **peer review** process in which a group of widely acknowledged experts in a field reviews it for content, scholarly soundness and academic value. In most cases, articles in scholarly journals present new, previously un-published research. Scholarly sources will almost always include:

- Bibliography and footnotes
- Author's name and academic credentials

Popular magazines range from highly respected publications such as *Scientific American* and *The Atlantic Monthly* to general interest newsmagazines like *Newsweek* and *US News & World Report*. Articles in these publications tend to be written by staff writers or freelance journalists and are geared towards a general audience. Articles in popular magazines are more likely to be shorter than those in academic journals. While most magazines adhere to editorial standards, articles do not go through a peer review process and rarely contain bibliographic citations.

● AUTHORITY

Who is the author? What are his or her academic credentials? What else has this author written? Sometimes information about the author is listed somewhere in the article. Other times, you may need to consult another resource to get background information on the author. Sometimes it helps to search the author's name in a general web search engine like [Google](#).

● OTHER INDICATORS

Documentation. A bibliography, along with footnotes, indicates that the author has consulted other sources and serves to authenticate the information that he or she is presenting. In websites, expect links or footnotes documenting sources, and referring to additional resources and other viewpoints.

Objectivity. What point of view does the author represent? Is the article an editorial that is trying to argue a position? Is the website sponsored by a company or organization that advocates a certain philosophy? Is the article published in a magazine that has a particular editorial position?

Websites. While most of the strategies listed above for evaluating information can be applied to any type of resource (books, articles or websites), the unfiltered, free-form nature of the Web provides unique challenges in determining a website's appropriateness as an information source. In evaluating a website, these are some questions that you can ask yourself:

- Is there an author of the document? Can you determine the producer's credentials? If you cannot determine the author of the site, then think twice about using it as a resource.
- Is the site sponsored by a group or organization? If it is sponsored by a group or company, does the group advocate a certain philosophy? Try to find and read "About Us" or similar information.
- Is there any bias evident in the site? Is the site trying to sell you a product? Ask why the page was put on the web?
- Is there a date on the website? Is it sufficiently up-to-date? If there is no date, again, think twice about using it. Undated factual or statistical information should not be used; question where it came from.
- How credible and authentic are the links to other resources? Are the links evaluated or annotated in any way?

For a more detailed checklist of what to look for in a website, see the link *Evaluating Web Pages: How and Why* at

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluat.html>

● REFERENCE SOURCES

Book reviews. A book review -- which can appear in a journal, magazine or newspaper -- provides a descriptive, evaluative discussion of a recently published book. Reading how others have evaluated a book may help you decide whether to use that book in your research. There are a number of indexes you can consult that provide references to book reviews:

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<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/>

LINKS

[The Good, The Bad & The Ugly: Or, Why It's a Good Idea to Evaluate Web Sources.](#)

From New Mexico State University, this guide includes links to examples of both "good" and "bad" websites.

[How to Critically Analyze Information Sources.](#) A quick guide to help you determine the relevance and authority of a resource. A useful companion guide is one titled [Distinguishing Scholarly Journals from Other Periodicals.](#) Both from Cornell University.

[Evaluating Information Found on the Internet.](#) A thoughtful guide to evaluating web and other Internet resources for scholarly purposes, from John Hopkins University Library.

[Evaluation of Information Sources](#) is an extensive list of links to the many other sites available on evaluating information.

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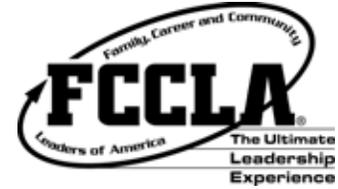
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<http://www.lib.berkeley.edu/TeachingLib/Guides/Evaluation.html>

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Fact Sheet #3

Learning About FCCLA



www.fcclainc.org

Mission

To promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through--

- character development
- creative and critical thinking
- interpersonal communication
- practical knowledge and
- vocational preparation

Purposes

- to provide opportunities for personal development and preparation for adult life
- to strengthen the function of the family as a basic unit of society
- to encourage democracy through cooperative action in the home and community
- to encourage individual and group involvement in helping achieve global cooperation and harmony
- to promote greater understanding between youth and adults
- to provide opportunities for making decisions and for assuming responsibilities.
- to prepare for the multiple roles of men and women in today's society
- to promote family and consumer sciences and related occupations